

Fanshawe College

FIRST: Fanshawe Innovation, Research, Scholarship, Teaching

Documentation (Approvals etc...)

Honours Bachelor of Commerce - Management

2019

BCM1 Curriculum Modification for 2020-21


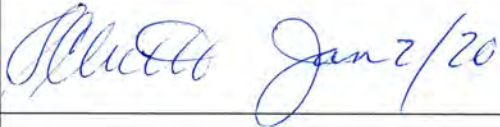

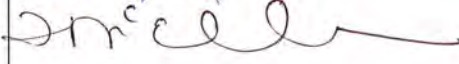
Fanshawe College

Follow this and additional works at: https://first.fanshawec.ca/cae_business_honsbachofcommercemgmt_documentation

CURRICULUM MODIFICATION REQUEST FORM

COURSE OR PROGRAM CURRICULUM "RATIONALE FOR CHANGE"

Program Requiring Changes

Program Title: Honours Bachelor of Commerce (Management)		
Program Number: BCM1		Date Submitted: 12/12/2019
Dean responsible for program: Mary Pierce		Chair: Lisa Schwerzmann
Credential Provided: <input type="checkbox"/> Declaration of Academic Achievement <input type="checkbox"/> Local Certificate <input type="checkbox"/> Ontario College Certificate <input type="checkbox"/> Diploma <input type="checkbox"/> Advanced Diploma <input type="checkbox"/> Grad Certificate <input checked="" type="checkbox"/> Degree <input type="checkbox"/> Apprenticeship		
Program Intakes: <input checked="" type="checkbox"/> F <input type="checkbox"/> W <input checked="" type="checkbox"/> S Other:		Catalogue Year(s) Impacted: 2020/21
Residency Requirement: <input checked="" type="checkbox"/> Met or <input type="checkbox"/> Not Met		Date of Last Program Review: 11/30/2019
<i>I have read the reasons for the change and...</i>		<i>Signature and date</i>
Dean of Faculty (Lead program):	<input checked="" type="checkbox"/> Approve <input type="checkbox"/> Do Not Approve	
Dean of Faculty (Affiliate program-impacted by change): <i>(see Gen Ed)</i>	<input checked="" type="checkbox"/> Approve <input type="checkbox"/> Do Not Approve	
Dean of Faculty (Affiliate program-impacted by change):	<input type="checkbox"/> Approve <input type="checkbox"/> Do Not Approve	
Senior Vice President Academic (required for major changes and late DAs):	<input type="checkbox"/> Approve <input type="checkbox"/> Do Not Approve	
Director, Centre for Academic Excellence:	<input checked="" type="checkbox"/> Supports <input type="checkbox"/> Does Not Support	 1/7/2020
Office of the Registrar:	<input checked="" type="checkbox"/> Supports <input type="checkbox"/> Does Not Support	
Notes:		

Please answer each of the questions below, if applicable. Missing or incomplete information may delay review of the proposed changes.

1.0 Describe proposed change(s). Complete Appendix A (if necessary) and amend SDAR (Refer to Appendix C).

1. Switch COMM-7021 in Level 1 with COMM-7018 in Level 2
Rationale: Students would benefit from professional communications prior to COMM-7021 Argumentation and Persuasion course.
2. Switch SYST-7001 in Level 2 with MGMT-7008 in Level 4
Rationale: Data analytics in Business Information Systems requires more foundational learning and is therefore being moved to level 4.
3. Switch LIBS-7001 in Level 2 with MGMT-7007 in Level 3
Rationale: To provide students with exposure to human resources in first year which ensures they experience each of the four core degree areas (HR, marketing, accounting, management) in their first year.
4. Switch METH-7022 in Level 3 with MGMT-7009 in Level 4
Rationale: As level 3 includes management accounting, economics and computational thinking, moving statistics back one semester balances the quantitatively focused curriculum across year 2.
5. Switch MGMT-7011 in Level 3 with MGMT-7029 in Level 6
Rationale: Leaders and Leadership is an advanced course that needs to be offered in upper years of the degree.
6. Creation of a mandatory breadth course in Computational Thinking
7. Move MGMT-7026 to Level 7 and replace with GenEd.
Rationale: International Business is a culminating course and should be offered in the last year of the degree.
8. Move MGMT-7030 to Level 8 and rename.
Rationale: Leadership and Management Trends is a culminating course and should be offered in the final semester to ensure students' understanding is current.
9. Rename and add one hour to MGMT-7025 Capstone Client Project (3 hours) to become MGMT-7038 Capstone Project (4 hours)
Rationale: Capstone Projects focus on applied research and not solely on client projects. Additional hour reflective of depth and complexity of projects.
10. Rename MGMT-7023 Strategic Policy & Planning to MGMT-7011 Strategic Management
Rationale: Course title change is more reflective of content.
11. Rename COOP-5001 to DEVL-7001 Career Development
Rationale: Change course name to reflect the fact the course is forward looking and encompasses career planning beyond integrating the co-op experience.

2.0 Reason/Rationale for Changes

2.1 The reason for the change is based on:

- ☒ A recent program review
- ☒ Program Advisory Committee feedback
- ☒ Student feedback
- ☐ KPI results
- ☐ Accreditation or other regulatory requirements
- ☐ Shared curriculum
- ☐ Trends in the field/industry
- ☒ Other (please describe): External focus group

2.2 Does the change support the College's Strategic Framework (mission, vision, values)?

- ☒ Yes
- ☐ No (If no, please explain)

2.3 What strategic goal(s) does the proposed change support?

- ☒ Goal 1 – Enhance innovative practices for exceptional student learning
- ☐ Goal 2 – Manage enrolment growth
- ☐ Goal 3 – Optimize use of resources
- ☐ Goal 4 – Build sustainable sources of alternative revenue

3.0 Students

3.1 Will the change affect the cost of the program for students?

- ☐ Yes
- ☒ No

3.2 If yes, there will be an additional cost for:

- ☐ Materials (Include details):
- ☐ Equipment (Include details):
- ☐ Other (Please describe):

4.0 Program Learning Outcomes

4.1 Will the proposed change meet the Program Vocational Learning Outcomes? (Complete Appendix B and mark the changes in the mapping [e.g. red font])

- ☒ Yes
- ☐ No

4.2 Are there any implications related to progression because of pre-requisite courses (and/or co-requisite courses)?

☒ No

☐ Yes (If yes, please explain)

5.0 Relationships with Other Programs

5.1 Are any of the courses impacted by the change provided by another School (e.g., SLLS, LKSB) and/or delivered at another campus?

☐ No

☒ Yes

5.2 What Schools/Campuses will be impacted by the proposed change?

☐ Lawrence Kinlin School of Business

☐ School of Information Technology

☐ School of Contemporary Media

☐ School of Design

☐ School Digital and Performing Arts

☐ School of Tourism, Hospitality and Culinary Arts

☐ School of Community Studies

☐ School of Health Sciences

☐ School of Nursing

☐ School of Public Safety

☐ Donald J. Smith School of Building Technology

☐ Norton Wolf School of Aviation Technology

☐ School of Applied Sciences and Technology

☐ School of Transportation Technology and Apprenticeship

☒ School of Language and Liberal Studies

☐ English Language Institute

☐ London South Campus

☐ Simcoe/Norfolk Regional Campus

☐ St Thomas/Elgin Regional Campus

☐ Woodstock/Oxford Regional Campus

☐ Huron/Bruce Regional Sites

5.3 Will the change affect pathway agreements (e.g., bridging, articulations, laddering, advanced standing) with other Fanshawe program(s) and/or other institution(s)?

(Refer to the pathway agreements listed here: <http://transferagreements.fanshawec.ca/>)

☒ No

☐ Yes (If yes, indicate when you will notify the other Fanshawe program(s) and/or other institution(s) and the Pathways Coordinator in the Centre for Academic Excellence of the change)

5.4 If this program is a Co-Operative Education program, will the proposed change impact Co-op?

☒ No

☐ Yes (If yes, consult with the Co-op office prior to submission)

6.0 Resource Implications of Proposed Changes

6.1 Will the proposed change have staffing implications?

☐ No

☒ Yes (If yes, please explain) Addition of one hour to Capstone Project results in increased teaching hours.

6.2 Will the proposed change impact any of the Enabling areas?

☒ No

☐ Yes (If yes, please explain)

6.3 Will the proposed change affect space and/or technology requirements?

☒ No

☐ Yes (If yes, please explain)

7.0 General College Requirements

7.1 Are changes consistent with Colleges policies?

☒ Yes

☐ No (If no, please explain)

7.2 Will the program meet the General Education requirements (Policy A126) as listed below?

☐ No

☒ Yes

Local Certificate, Ontario College Certificate and Graduate Certificate - none required)	Diploma - 3 required (minimum of 1 must be an elective)	Advanced Diploma - 4 required (minimum of 2 must be electives)
---	--	---

7.3 Will the program have 25% distinct curriculum to meet the Residency Requirement of 25% credit units? Consider all pathway agreements (e.g., bridging, internal articulations, laddering, advanced standing) with other Fanshawe programs and/or other institutions.

☐ No

☒ Yes

Note: In accordance with POLICY NUMBER: A122 Graduation from Approved College Programs

...to be eligible for any College Credential a student must be enrolled and complete at least 25% of that program's credit units at Fanshawe College, unless stipulated differently by other approving bodies such as the Postsecondary Education Quality Assessment Board (PEQAB).

7.4 Indicate:

- i) Total program hours before proposed change: 1956_____
- ii) Total program hours after proposed change: 1971_____
- iii) Level(s) in which the proposed change(s) occurs: All levels 1-8_____

7.4.1 Are the total program hours consistent with the requirements as listed below?

- ☒ Yes
- ☐ No (If no, please explain)

Local Certificate - 300 hours	Ontario College Certificate - 600 hours
Diploma - 1200 to 1400 hours	Advanced Diploma - 1800 to 2100 hours
Graduate Certificate - 600 hours	DOAA - less than 200 hours

APPENDIX A: PROPOSED CURRICULUM MODIFICATION

Management (BCM)

Course Code	Existing DA Courses	Total Hours	Total Credits	Describe proposed changes	Course Code	Proposed DA Courses	Total Hours	Total Credits
Level 1								
MATH-7007	Mathematics for Decision Making	60	4		MATH-7007	Mathematics for Decision Making	60	4
ACCT-7002	Accounting 1-Intro	60	4		ACCT-7002	Accounting 1-Intro	60	4
COMP-7012	Computer Applications for Business	45	3		COMP-7012	Computer Applications for Business	45	3
MGMT-7006	Management Fundamentals	45	3		MGMT-7006	Management Fundamentals	45	3
COMM-7021	Argumentation & Persuasion	45	3	Switch with COMM-7018 in Level 2	COMM-7018	Professional Comm. in a Diverse World	45	3
TOTAL		255	17	TOTAL			255	17
Level 2								
ACCT-7003	Accounting 2-Intro	45	3		ACCT-7003	Accounting 2-Intro	45	3
MKTG-7001	Marketing 1	45	3		MKTG-7001	Marketing 1	45	3
ECON-7005	Microeconomics	45	3		ECON-7005	Microeconomics	45	3
SYST-7001	Business Information Systems	45	3	Switch with MGMT-7008 in Level 3	MGMT-7008	Operations Management	45	3
COMM-7018	Professional Comm. in a Diverse World	45	3	Switch with COMM-7021 in Level 1	COMM-7021	Argumentation & Persuasion	45	3
LIBS-7001	Ethics in a Global Context	45	3	Switch with MGMT-7007 in Level 3	MGMT-7007	Human Resources Management	45	3
TOTAL		270	18	TOTAL			270	18
Level 3								
ACCT-7004	Management Accounting	45	3		ACCT-7004	Management Accounting	45	3
ECON-7006	Macroeconomics	45	3		ECON-7006	Macroeconomics	45	3
MGMT-7007	Human Resources Management	45	3	Switch with LIBS-7001 in Level 2	LIBS-7001	Ethics in a Global Context	45	3
METH-7022	Statistics for Business	45	3	Switch with MGMT-7009 in Level 4	MGMT-7009	Principles of Organizational Behaviour	45	3
MGMT-7011	Leaders & Leadership	45	3	Switch with MGMT-7029 in Level 6	MGMT-7029	Sales Leadership & Management	45	3
	Elective - Introductory Level: Humanities, Social Science, Math, Science	45	3	Replace with mandatory breadth course <Code>		Computational Thinking	45	3
TOTAL		270	18	TOTAL			270	18

APPENDIX A: PROPOSED CURRICULUM MODIFICATION
Management (BCM)

Level 4								
LAWS-7002	Business Law	45	3		LAWS-7002	Business Law	45	3
MGMT-7008	Operations Management	45	3	Switch with SYST-7001 in Level 2	SYST-7001	Business Information Systems	45	3
MGMT-7009	Principles of Organizational Behaviour	45	3	Switch with METH-7022 in Level 3	METH-7022	Statistics for Business	45	3
MKTG-7002	Marketing 2	45	3		MKTG-7002	Marketing 2	45	3
	Elective - Introductory Level: Humanities, Social Science, Math, Science	45	3			Elective - Introductory Level: Humanities, Social Science, Math, Science	45	3
TOTAL		225	15	TOTAL			225	15
Level 5								
FINA-7006	Financial Management	45	3		FINA-7006	Financial Management	45	3
MGMT-7012	Managing Performance	45	3		MGMT-7012	Managing Performance	45	3
MGMT-7026	International Business	45	3	Move to Level 7 in place of MGMT-7030; Replace with an elective from Level 8		Elective - Introductory or Upper/Non-Introductory Level	45	3
METH-7024	Applied Research Methods	45	3		METH-7024	Applied Research Methods	45	3
	Elective - Non-Introductory Level	45	3			Elective - Introductory or Upper/Non-Introductory Level	45	3
TOTAL		225	15	TOTAL			225	15
Level 6								
MGMT-7029	Sales Leadership & Management	45	3	Switch with MGMT-7011 in Level 3.	MGMT-7011	Leaders & Leadership	45	3
MGMT-7016	Managing Programs & Projects	45	3		MGMT-7016	Managing Programs & Projects	45	3
MGMT-7027	Leading by Design	45	3		MGMT-7027	Leading by Design	45	3
MGMT-7028	Not for Profit Management	45	3		MGMT-7028	Not for Profit Management	45	3
	Elective - Non-Introductory Level	45	3			Elective - Introductory or Upper/Non-Introductory Level	45	3
TOTAL		225	15	TOTAL			225	15

APPENDIX A: PROPOSED CURRICULUM MODIFICATION
Management (BCM)

Level 7								
MGMT-7031	Small Business Management & Taxation	45	3		MGMT-7031	Small Business Management & Taxation	45	3
MGMT-7030	Leadership, Management Issues & Trends	45	3	Move to Level 8 in place of an elective; Replace with MGMT-7026; Rename	MGMT-7026	International Business	45	3
MKTG-7009	Managing Customer Relationships	45	3		MKTG-7009	Managing Customer Relationships	45	3
ENTP-7001	Business Entrepreneurship	45	3		ENTP-7001	Business Entrepreneurship	45	3
COOP-1021	Co-Op Educ. Employment Prep	6	1		COOP-1021	Co-Op Educ. Employment Prep	6	1
	Elective - Non-Introductory Level	45	3			Elective - Upper/Non-Introductory Level	45	3
TOTAL		231	16	TOTAL			231	16
Level 8								
MGMT-7024	Global Strategy & e-Commerce	45	3		MGMT-7024	Global Strategy & e-Commerce	45	3
MGMT-7025	Capstone Client Project	45	3	Rename + add hours	MGMT-7038	Capstone Project	60	4
MGMT-7023	Strategic Policy & Planning	45	3	Rename	MGMT-7041	Strategic Management	45	3
COOP-5001	Degree Co-Op Integration	30	2	Rename, change grading system (pass/fail to graded)	DEVL-7001	Career Development	30	2
	Elective - Introductory or Upper/Non-Introductory Level	45	3	Move to Level 5 in place of MGMT-7026; Replace with MGMT-7035	MGMT-7035	Trends in Leadership & Management	45	3
	Elective - Introductory or Upper/Non-Introductory Level	45	3			Elective - Upper/Non-Introductory Level	45	3
TOTAL		255	17	TOTAL			270	18
COOP-BCM1W	BCM1 Co-op Work Term	1	1		COOP-BCM1W	BCM1 Co-op Work Term	1	1

PROGRAM TOTAL 1956 132

PROGRAM TOTAL 1971 133

Degree Audit Report

Catalog: 2020/2021

Program: BCM1

Name: Honours Bachelor of Commerce
(Management)

Department: BUS - Kinlin School of Business

Academic Level: DG

CCD: 4 - 4 Year Degree-Applied & Collab

Credential: Honours Degree

Grade Scheme: LG2

Major: BCM1 - Bachelor of Comm.(Management)

Div: BUS - Business and Management

Co-Op Indicator: N/A

Academic Program Requirement

Total Credits: 132.00

Residency Reqmt: 33.00

GPA Requirement: 2.00

Residency Reqmt GPA: 2.00

Minimum Grade: D

Academic Requirement: BCM1.20 Bachelor of Commerce (Management)

Major: BCM1

Grade Scheme: LG2

Minimum GPA: 2.00

Minimum Grade:

Subrequirement: Core Courses

Take all of the following Mandatory (Core) Courses: The Minimum Cumulative GPA for Core Courses is 2.5 < (Students who complete BUS Level 4 and enter Level 5 of the BCM1 program must also complete COMM-7021, LIBS-7001, MGMT-7008, MGMT-7011, MGMT-7006, ACCT-7004, SYST-7001, MKTG-7002 and a General Education Elective course from previous levels of the program) < (Students who complete BAL Level 6 and enter Level 7 of the BCM program must also complete COMM-7021, LIBS-7001, MKTG-7002, MGMT-7029, MGMT-7027, METH-7024, MGMT-7028 and 2 General Education Elective courses from previous levels of the program)

Group 1

~~LEVEL 1 In addition to the following mandatory courses, please refer to the Non-Core Level 1 requirement below~~

		Total Hours	Total Credits	GE
MATH-7007	Mathematics for Decision Making	60.00	4.00	
ACCT-7002	Accounting 1-Intro	60.00	4.00	
COMP-7012	Computer Applications for Business	45.00	3.00	
MGMT-7006	Management Fundamentals	45.00	3.00	
COMM 7018	Professional Comm in a Diverse world	45	3	

Group 2

LEVEL 2 In addition to the following mandatory courses, please refer to the Non-Core Level 2 requirement below

		Total Hours	Total Credits	GE
ACCT-7003	Accounting 2-Intro	45.00	3.00	
MKTG-7001	Marketing 1	45.00	3.00	
ECON-7005	Microeconomics	45.00	3.00	
SYST-7001	Business Information Systems	45.00	3.00	
COMM 7018	Professional Comm in a Diverse World	45.00	3.00	
MGMT 7008	Operations Management	45	3	
MGMT 7007	Human Resources Management	45	3	

Group 3

LEVEL 3 In addition to the following mandatory courses, please refer to the Non-Core Level 3 requirement below

Degree Audit Report

		Total Hours	Total Credits	GE
	ACCT-7004 Management Accounting	45.00	3.00	
	ECON-7006 Macroeconomics	45.00	3.00	
	MGMT-7007 Human Resources Management	45.00	3.00	
	METH-7022 Statistics for Business	45.00	3.00	
	MGMT-7011 Leaders & Leadership	45.00	3.00	
	MGMT-7007 Principles of Organizational Behaviour	45	3	
Group 4	MGMT-7029 Sales Leadership and Management	45	3	
LEVEL 4 In addition to the following mandatory courses, please refer to the Non-Core Level 4 requirement below				

		Total Hours	Total Credits	GE
	LAWS-7002 Business Law	45.00	3.00	
	MGMT-7008 Operations Management	45.00	3.00	
	MGMT-7009 Principles of Organizational Behaviour	45.00	3.00	
	MKTG-7002 Marketing 2	45.00	3.00	
	SYST-7001 Business Information Systems	45	3	
Group 5	METH-7022 Statistics for Business	45	3	
LEVEL 5 In addition to the following mandatory courses, please refer to the Non-Core Level 5 requirement below				

		Total Hours	Total Credits	GE
	FINA-7006 Financial Management	45.00	3.00	
	MGMT-7012 Managing Performance	45.00	3.00	
	MGMT-7026 International Business	45.00	3.00	
	METH-7024 Applied Research Methods	45.00	3.00	

Group 6

LEVEL 6 In addition to the following mandatory courses, please refer to the Non-Core Level 6 requirement below

		Total Hours	Total Credits	GE
	MGMT-7029 Sales Leadership & Management	45.00	3.00	
	MGMT-7016 Managing Programs & Projects	45.00	3.00	
	MGMT-7027 Leading by Design	45.00	3.00	
	MGMT-7028 Not for Profit Management	45.00	3.00	
	MGMT-7011 Leaders & Leadership	45	3	

Group 7

LEVEL 7 In addition to the following mandatory courses, please refer to the Non-Core Level 7 requirement below

		Total Hours	Total Credits	GE
	MGMT-7031 Small Business Management & Taxation	45.00	3.00	
	MGMT-7030 Leadership, Management Issues & Trends	45.00	3.00	
	MKTG-7009 Managing Customer Relationships	45.00	3.00	
	ENTP-7001 Business Entrepreneurship	45.00	3.00	
	COOP-1021 Co-Op Educ. Employment Prep	6.00	1.00	
	MGMT-7026 International Business	45	3	

Group 8

LEVEL 8 In addition to the following mandatory courses, please refer to the Non-Core Level 8 requirement below

		Total Hours	Total Credits	GE
	MGMT-7035 Trends in Leadership and Management	45	3	
	MGMT-7024 Global Strategy & e-Commerce	45.00	3.00	
	MGMT-7025 Capstone Client Project	45.00	3.00	
	MGMT-7023 Strategic Policy & Planning	45.00	3.00	
	COOP-5001 Degree Co-Op Integration	30.00	2.00	
	MGMT-7028 Capstone Project	6.00	1.00	
Group 9	DEV-7001 Career Preparation	3.00	1.00	
	MGMT-7041 Business Management	45	3	
Co-op Requirement Students Must Complete 1 Co-op Work Term				

Degree Audit Report

		Total Hours	Total Credits	GE
COOP-BCM1W	BCM1 Co-op Work Experience	1.00	1.00	

Subrequirement: Non-Core Courses

Take all of the following Mandatory (Non-Core) Courses: The Minimum Cumulative GPA for Non-Core courses is 2.0

Group 1

LEVEL ~~1~~ 2

		Total Hours	Total Credits	GE
COMM-7021	Argumentation & Persuasion	45.00	3.00	

Group 2

LEVEL 2 3

		Total Hours	Total Credits	GE
LIBS-7001	Ethics in a Global Context	45.00	3.00	

MGMT-7042 *Computerized Thinking*

Group 3

Gen Ed - Electives Take ~~6~~ 3 General Education Elective Credits at the Introductory Level from two of the following subjects - Humanities, Social Science, Math, Science Normally taken in Levels ~~3~~ and 4

Group 4

Take 9 General Education Elective Credits at the Upper Level (Non-Introductory) - Normally taken in Levels *Intro of* 5, 6, and 7

Group 5

Take 6 General Education Elective Credits at ~~either~~ the Introductory or Upper Level - Normally taken in Level ~~3~~ 7 *7 & 8*

Subrequirement: Program Residency

Students Must Complete a Minimum of 33 credits in this program at Fanshawe College to meet the Program Residency requirement and graduate from this program

H. H. H.
Approved By Chair/Manager:

M. A. F.
Approved by Dean:

M. H. H.
General Education Approved By(as appropriate):

Dec 17, 2019
Department and Date:

Dec 20, 2019
Date:

Jan 2 / 20
Date:

NG

COMMS - Vocational Learning Outcomes by Program, Level and Course

Program Name: Honours Bachelor of Commerce
(Management)
Program Code: BCM1 (BCM1-BUS-20189)
Academic Year: 2018-2019
Date Generated: 1/17/2019 1:29:45 PM

Proposed

I	Introductory
B	Building
C	Culminating

Level 1

Course Number	Course Name	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
ACCT-7002	Accounting 1-Intro	I					I	I				I											
COMP-7012	Computer Apps for Business						I	I															
MATH-7007	Math for Decision Making		I	I			I				I			I									
MGMT-7006	Management Fundamentals	I	I	I	I		I	IB	I		I			I	I	I	I		I	I		I	
COMM-7018	Professional Communication						I	I	I	I							I						

Level 2

Course Number	Course Name	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
ACCT-7003	Accounting 2-Intro	I					I	I				I		I			I						
MKTG-7001	Marketing 1			I		I	I	I							IB	I	I	I	I	I		I	
ECON-7005	Microeconomics		I	I	I		I				I	I					I						
MGMT-7008	Operations Management	B	B	I			B	I			I		B	I	B						I		I
COMM-####																							
MGMT-7007	Human Resources Management	I	I	I	I	I	I	B	B	I		I			I		I	I				I	I

Level 3

Course Number	Course Name	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
ACCT-7004	Management Accounting	I	I	I	I	I	I	I			I	I	I	I	I		I		I	I	I	I	
ECON-7006	Macroeconomics		I		I		I				I	I					I						
LIBS-7001	Ethics in a Global Context					I		I	I	I	I						I						I
MGMT-7009	Organizational Behaviour	B	B	B	B	B	B	B	B	B	B	B			B			B		B			B
MGMT-7029	Sales Leadership & Management		I		I	I	I	I	B	I		I		I	I		IB	I	I				
	Computational Thinking																						

Level 4

Course Number	Course Name	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
LAW-7002	Business Law					C		C															
SYST-7001	Business Information Systems	I	B	B	B	I	B		I		IB	IB	IB		IB	IB	IB		I			B	I
METH-7022	Statistics for Business		I	I			B	I							I								
MKTG-7002	Marketing 2	B	B	B	B	B	B				B	I		B	B	I	B	B	I	I	I	B	I

Level 5

Course Number	Course Name	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
FINA-7006	Financial Management	IBC	C	B	B		BC	B	I		I			C	C	I	IB		I	I		I	
MGMT-7012	Managing Performance		C		B	B	B	C	C	C				C				C				C	C
METH-7024	Applied Research Methods		B	C		B	C	C					B		C		B					B	

Level 6

Course Number	Course Name	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
MGMT-7011	Leaders & Leadership							B	I									C					
MGMT-7016	Managing Programs & Projects	B	B	I			C	C	I		B		C					B	B				I
MGMT-####	Organizational Design	C	C	C			B				B	C		B	C	B	C	C		C		C	C
MGMT-7028	Not for Profit Management	C	C	C		C	C				C	B		C	C		C		B	B	B	B	

Level 7

Course Number	Course Name	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
MGMT-7031	Small Business Mgmt & Taxation	C	C	C	C	C	C	C	C	C	C		B	C	C	C	C	C	C	C	C	C	C
MGMT-7026	International Business	C	B	C			B				C	C	C	B	C	B	C	C	C	C	B	C	C
MKTG-7009	Managing Customer Relationship	B	C	C		B	B				B		I	B	C		C	C	C	C	C	C	C
ENTP-7001	Business Entrepreneurship	B	B	C	B		C	C			B			B	B	C	B		B			B	
COOP-1021	CO-OP EDUC. EMPLOYMENT PREP																						

Level 8

Course Number	Course Name	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
MGMT-7024	Global Strategy & e-Commerce	B	C	C	C	C	B	C	C	C	B	C	B	B		B	C	C		I	B	B	I
MGMT-####	Capstone Client Project	B	C			C	C	C		C			C		C	B	C		B	B		C	
MGMT-####	Strategic Management	C	C	C	C		C	C	B		C	C		C	C		C		C	C		C	
DEVL-####	Career Development									C													
MGMT-####	Trends in Leadership & Management	I	B			I		BC										B				I	

Level 9

Course Number	Course Name	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
COOP-BCM1W	BCM1 Co-op Work Term																						

Vocational Learning Outcomes

1	Use the interdependence of various functional areas of business (i.e. financial, marketing, operations, human resources) to achieve organizational success in domestic and international environments.
2	Develop strategies that will achieve organizational goals through integration of business methodologies that assess costs, benefits, risks, and opportunities, and that utilize current and emerging technology and trends
3	Enhance business opportunities by incorporating external variables into various business decision models.
4	Assess the unique business needs of organizations of various sizes, public sector, private sector, and not-for-profit firms.
5	Evaluate professional, ethical, and legal codes of conduct.
6	Research, analyze, and critically evaluate qualitative and quantitative data from a variety of sources to support business decisions through effective problem solving, critical thinking, logic and reasoning
7	Communicate information, arguments, and analysis accurately and reliably for the message, audience, and purpose.
8	Perform effectively and efficiently within groups or teams, demonstrating leadership, team-building, and influencing skills.
9	Design personal learning plans and integrate learning strategies into current and future development goals.
10	Assess resource allocation decisions that influence sustainability practices and drive economic, social, cultural, and environmental stewardship.
11	Analyze domestic and international business opportunities within an international context.
12	Plan, implement, and evaluate projects and programs, using project planning principles and tools.
13	Assess the overall financial performance of an organization.
14	Apply management-level decision-making and strategic planning skills.
15	Develop a business plan based on sound research that integrates business principles and best practices.
16	Evaluate the impact of the economic, social, political, and cultural variables which affect a business.
17	Demonstrate leadership skills to motivate others to achieve personal and organizational goals.
18	Design strategies to creatively organize, lead, and manage the risks of an organization.
19	Implement best practice principles for the planning, directing, and controlling of an organization.
20	Contribute to the planning, implementation and evaluation of sales strategies to improve revenue generation.
21	Construct creative and innovative ideas to address business challenges and opportunities.
22	Assess the impact on individuals, groups and organizations when an individual exceeds the limits of their knowledge and takes inappropriate risks.

Honours Bachelor of Commerce (Management) (BCM1)

Program Review – External Focus Group
October 10, 2019 | 5:30-8:30 p.m.
H1005– Fanshawe College, London Campus

PRESENT:

External Participants

Paul Hubert	Delta Leadership Consulting
Steve Cordes	Youth Opportunities Unlimited
Phil Hargreaves	Thing Technologies
Phil Bailey	Info-Tech Research Group
Sophia Polansky	Ford Motors
David Billson	rTraction
Anthony Wensley	University of Toronto Mississauga
Sara Syer	Campbell-Hoyt Group of Companies
Ana Martinez	Alumni
Chris Green	City of London

Internal Participants

Mary Pierce	Dean, Faculty of Business, Information Technology and Part-time Studies
Lisa Schwerzmann	Associate Dean, Lawrence Kinlin School of Business
Kara Malott	Program Manager, Lawrence Kinlin School of Business
Darren Johnson	Coordinator, BComm Degrees, Lawrence Kinlin School of Business
Anahita Khazaei	Faculty, Lawrence Kinlin School of Business
Lisa Holman	Co-operative Education Consultant
Melissa Barnard	Curriculum Consultant, Centre for Academic Excellence
Dee Morrissey	Curriculum Consultant, Centre for Academic Excellence
Colleen Kelsey	Program Review Coordinator, Centre for Academic Excellence (recording)

REGRETS

Phil Hargreaves	Thing Technologies
-----------------	--------------------

CALL TO ORDER:

Dee Morrissey, Curriculum Consultant, called the meeting to order at 5:40 p.m. Everyone introduced themselves.

Program Review Process and Credential – Melissa Barnard

Program Review Process

- Reviewed the Program Review five year quality assurance process
- Reviewed the external consultation, and how it fits within overall Program Review process

Vocational Learning Outcomes

- Address knowledge, skills and attitudes
- Level of performance associated with credential
- Do not dictate specific curriculum
- Focus on the graduate; “The graduate has reliably demonstrated the ability to...”

Degree Level Standard

- Reviewed the Postsecondary Education Quality Assessment Board (PEQAB) standards and benchmarks
- Reviewed Knowledge and skills, including transferrable skills, expected of a graduate of a bachelor degree program; including depth and breadth of knowledge, conceptual and methodological awareness, communication skills, application of knowledge, professional capacity/autonomy, and awareness of limits of knowledge
- Reviewed general education (non-core/breadth courses)

Program Overview – Darren Johnson

- Reviewed an overview of the eight semesters of the Bachelor of Commerce – Management program
- Students are typically direct entry from high-school, diploma graduates who enter at semester 4, or advanced diploma graduates who enter the degree at semester 6
- Courses in the first and second year of the program share the majority of curriculum with the other Bachelor of Commerce programs
- Courses in third and fourth year of the program focus on various management topics (e.g., management performance, international business, leadership, global strategy & e-commerce, capstone ‘live client’ project)
- The mandatory co-op component of the program is a minimum of 420 hours, 14 weeks in length, and must meet 50% of the vocational learning outcomes

Program Data – Kara Malott

- Reviewed data from 2015/16 through 2018/19 including applications, enrollment, and enrolment comparison with comparable programs within the Ontario College system
- Reviewed graduate data from 2016 through 2018

Panel Discussion

How would you describe the ideal graduate?

The panel discussed the following regarding an ideal graduate:

- Shows up on time
- Prepared to work
- Understands the actual responsibility involved in having a job
- Willingness to learn
- Continuous learning; upgrading skills especially in rapid changing markets
- Accounting, operations, and human resources all intersect within management positions
- Basic understanding of business fundamentals (e.g., understand a balance sheet)
- Professionalism
- Ready and willing to be part of a team
- Professional etiquette (e.g., do not answer phone while with clients, dress code, how to navigate client dinners)
- How to greet people professionally
- Creative thinkers, critical thinking – especially within a business context
- Curious inquisitive thinkers
- Coachable; not defensive when giving feedback
- Emotional intelligence
- Followership is important (just as leadership is)
- Understanding the culture of an organization
- Realistic expectations (e.g., salary)
- Career development should apply an apprenticeship/craftsman model
- Understanding the limits of knowledge
 - Understanding potential risks if you go beyond limits
- Small business
 - Understanding cash flow
 - All actions in a small business can impact employees getting paid
- Analytical mind; ability to analyze large volumes of data
- New graduate got her job because she showed strong communication skills during interview
 - Ability to have conversations with clients
 - Use of appropriate tone
 - Dressing appropriately for the business environment
- Ability to package information and communicate to multiple audiences
- Entrepreneurship is a creative process
- Think as an entrepreneur first, then apply a managerial mindset afterward
- Basic understanding of governance structure as it relates to business (e.g., not-for-profits, for profit, how these differ)
- Understanding how a Board of Directors work
- Having respect for different generations and experience levels
- Some people have raw talents in certain areas, but practice is required when being a master of any skill (referenced book *Grit: The Power of Passion and Perseverance* by Angela Duckworth)
- Writing skills (e.g., basic grammar, no errors on CVs)
- Appropriate communicate depends on the audience (e.g., knowing when to call versus email/text)

- Importance of having a mentor and learning from others
- Ability to analyze data, synthesize the content, and apply the information into a recommendation on how to proceed

How can the program increase community engagement to enhance experiential learning?

The panel discussed the following regarding increasing community engagement to enhance experiential learning:

- Not all problems are going to be 'big projects'
 - Importance of reflecting on the day to day tasks (mundane) to simulate a realistic work environment
- City Studio – City of London
 - Pairs students with real staff members to work on current organizational issues
- Trend of incubators
 - Hands on learning in the entrepreneurial space
 - Many start-ups in incubators do not have the basic understanding of finance, students could add value in this eco-system through advising and sharing their business knowledge
- Looking within Fanshawe to use our own expertise
- Expand course content, case studies, and guest speakers to incorporate social issues while applying a business lens to the problem (e.g., homelessness, Youth Opportunities Unlimited shelter, government)
 - Awareness that social issues are interconnected with businesses
- Awareness that not-for-profits need to follow business practices
- Get involved as volunteer (e.g., be part of a Board)

What industry trends will impact management in the next five years?

The panel discussed the following trends impacting management in the next five years:

- Data interpretation; use of data to make decisions
 - Focus is not on producing the data anymore
- Flexibility and openness to re-training (continuous learning)
- Proper use of social media
 - How people behave outside of work, and how to react as a manager
- Demonstrating community impact and social enterprise
 - Climate stewards, sustainability
 - UN sustainability development goals should be taught in curriculum
- Greater importance for employees and employers to have shared values
- Digital transformation and navigating change management
- More self-management as organizations allow employees to make decisions (e.g., Zappos)
- Use of entrepreneurship models and pre-built systems to help with decision making (e.g., EOS models)
- Rapid change
 - Approx. 50% of current 8th graders will be in a job that does not exist yet
- Sustainability/climate change related decision making versus profit making (e.g., City of London has declared a climate emergency)
- Increased importance in public relations and social media
- Data driven decision making
 - Real time data is already too old

- Idea for new course content
 - Storytelling, relating to humans (link to marketing)
 - Vivid vision, visionary leadership
 - Indigenous wisdom especially as it relates to sustainability/climate emergency

How can our program be bold, innovative and relevant?

The panel discussed the following ideas regarding being bold, innovative and relevant:

- Incorporating non-traditional business topics that have societal impacts
 - Working with Indigenous peoples
 - Homelessness
 - Climate emergency, sustainability
 - Sustainable development goals
- Creative thinking and design thinking
- Leadership and management are distinct and different skill sets
- Understanding of authority, responsibility, and who is accountable for decision making
- Some things that will not change in a rapidly changing digital world
 - Ability to manage people and understand people
 - Navigating conflict
 - Building trust
- Thoughtful business skills that partner with community to change the world
- Teaching students to have a global outlook

Adjournment – Dee Morrissey

The meeting adjourned at 8:30 p.m.

Recommendations

How would you describe the ideal graduate of this program? (skills, knowledge, attitudes for entry into the workplace)

- Personal management skills
 - Show up on time (punctuality)
 - Willingness to work, learn, and grow; coachable
 - Professionalism
 - Etiquette
 - How to dress
 - Awareness of limits of knowledge
 - Book: Grit: The Power and Passion of Perseverance (Angela Duckworth)
- Interpersonal skills
 - Emotional intelligence
 - Work as part of a team
 - Leadership and followership; know how to support a boss
- Communication skills
 - Communicate with clients, customers, suppliers, politicians
 - Communicate across generations, across gender divide
 - Know the audience for communication
 - Written communication; e-mails
 - Ability to explain a solution to a colleague, supervisor, customer/client, etc.
- Creative/Critical thinking
 - Curiosity
 - Problem-solving
- Vocational knowledge/skills
 - Accounting/Finance – cost-revenue, cash flow statements, aware of how actions contribute to ability to get paid
 - Data – analysis, synthesis, data-driven decision making
 - Business operations – aware of context within a business
 - Human resources
 - Entrepreneurship
- Career development and expectations
 - Be able to assess the culture of a workplace and determine alignment/fit with personal values/goals
 - Have realistic expectations for the workplace, career path/development process
 - Consult with someone – colleague, boss, mentor – to discuss career plans

Recommendation #1: Investigate opportunities to reinforce essential/transferrable skills across the program:

- Personal management (e.g., punctuality, professionalism, growth mindset, awareness of limits of knowledge)
- Communication skills (e.g., oral communication, written communication, e-mail communication; for various audiences)
- Interpersonal skills (e.g., interactions with clients, customers, suppliers, politicians; communication across generations; emotional intelligence; lead/follow)
- Critical/creative thinking (e.g., curiosity, financial analysis, problem-solving)

Recommendation #2: Support students in their exploration of career opportunities and pathways, including managing students' expectations for employment and the workplace (e.g., workplace culture, limitations of knowledge, need for practice/continuous growth and development).

Recommendation #3: Explore options for preparing graduates to recognize their role and responsibilities within and for the success of a larger business (e.g., cash flow, governance structures)

Recommendation #4: Emphasize the importance of having the ability to analyze and synthesize data, including financial information, to make data-driven decisions and recommendations on how to proceed with a task or problem

How can the program increase community engagement to enhance experiential learning in the program?

- Smaller community projects
- Hands-on learning in entrepreneurial space, accelerators, start-up ecosystems
- Social issues (e.g., homelessness) – apply a business lens
- Guest speakers
- Non-profit boards, committees

Recommendation #5: Continue to incorporate community-based projects and guest speakers in the program; consider including more guest speakers and smaller-scale projects that reflect day-to-day activities in a business and address social issues (e.g., homelessness) from a business perspective to improve students' problem-solving skills

Recommendation #6: Investigate opportunities for students to engage in experiential learning within entrepreneurial spaces (e.g., accelerators, start-up ecosystems) and with non-profit organizations (e.g., boards, committees)

What industry trends will impact management in the next five years?

Data interpretation (vs. produce/eliminate data)

Artificial Intelligence – analyze data

Fewer jobs in

Managers – new jobs, ever-evolving, new skills, new hires

Social media – proper usage
Digital transformation – Change management
UN SDGs
Self-management – decision making
Entrepreneurship – models for running company familiarity with
Machine learning – know where you fit, creative thinking
Customer relationships, public relations
RBS Humans wanted
Who is part of society – newcomers
Storytelling, crucial conversations, leadership, Indigenous wisdom

Recommendation #7: Continue to monitor the following industry trends and adapt the program curriculum as necessary:

- Automation/AI – changing workplace and roles
- Social media – pervasiveness
- Community impact – corporate values and impact
- Entrepreneurial models – new business structures
- Communication – Storytelling, Indigenous wisdom, crucial conversations

Recommendation #8: Prepare students to recognize the disruptive factors in the industry and support them in developing the skills necessary to be change managers in the workplace

Recommendation #9: Identify opportunities to align the curriculum with the United Nations Sustainable Development Goals (SDGs) to prepare students to recognize the local and global impact of a business and of management decisions.

How can our program be bold, innovative, and relevant?

- Non-traditional business school topics:
 - Indigenous wisdom and issues
 - Sustainability (e.g., UN SDGs)
 - Current social issues (e.g., homelessness)
- Emphasize interpersonal skills/the management of people
 - Building trust
 - Having emotional intelligence
- Emphasize thinking skills
 - Creativity
 - Design thinking
 - Problem-solving
 - Decision making skills
- Address the problem of accountability vs. responsibility vs. authority
- Expand partnerships within the local community and with a global outlook

Recommendation #10: Introduce students to wide range of current social issues throughout the program (e.g., Indigenous issues, sustainability, climate emergency).

Recommendation #11: Prepare students to recognize the difference between accountability, responsibility, and authority within a business/organization.

Recommendation #12: Continue to reinforce the fundamental interpersonal skills for managing people (e.g., emotional intelligence, ability to build trust).

Recommendation #13: Continue to build partnerships with the local community to address issues on a global scale.

BCOMM Program Review Recommendations

IAR Section	Common Recommendations Provided	BCA – Accounting	BHM – Human Resources Management	BCM – Management	BDM – Digital Marketing
2. Labour Market Trends	<ul style="list-style-type: none"> • Add additional tools in SYST 7001 - Business Information Systems to expose students to data analytics, visualization and decision-making. • Ensure program is aligned with labor market requirements 	<ul style="list-style-type: none"> • Incorporate the use of emerging software applications in our degree programs to meet market demands • Offer more flexibility for hybrid courses and/or online learning to accommodate students that may be working while enrolled and are subject to external demands such as child rearing and family commitments. This recommendation is based on the high percentage of women that currently hold positions in the accounting field. 	<ul style="list-style-type: none"> • Flexible delivery options; gender (to be written) 	<ul style="list-style-type: none"> • Consult with the College's CIM representative to discuss additional opportunities and support for students/graduates. • Explore possibility of a course on computational thinking to aid in students decision making. • Add additional tools in SYST 7001 - Business Information Systems to expose students to data analytics, visualization and decision-making. 	<ul style="list-style-type: none"> •
3. Regulatory Bodies and Professional Associations	<ul style="list-style-type: none"> • Enhance promotion of the Canadian Institute of Management (CIM) designation to improve students' awareness of the designation and its benefits. 	<ul style="list-style-type: none"> • Current mapping to the revised CPA standards must be completed by January 2021. Accounting degree faculty have indicated that it will be to our advantage to have all courses that are impacted by the change in mapping done by Fall 2020. 	<ul style="list-style-type: none"> • Assigned faculty will review course requirements, once yearly, to maintain compliance. Faculty must be aware that changes to the content may impact course approval. • Faculty will develop detailed course plans which articulate the detailed course topics and readings. 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
4. Student Awards	<ul style="list-style-type: none"> • Explore opportunities for additional awards and/or scholarships for students entering into the degree. 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •

IAR Section	Common Recommendations Provided	BCA – Accounting	BHM – Human Resources Management	BCM – Management	BDM – Digital Marketing
5. Program Advisory Committee	<ul style="list-style-type: none"> Recruit more PAC members with PhD credentials. Restructure existing PAC for all four BCOMM degrees into four PACs, one for each degree. Explore degree audit changes to include business plan via ENTP 7001 and capstone project in all degrees. Survey or meet with degree students (focus group) 1 year post-graduation to help identify opportunities for improvement 	•	•	•	•
6. Community Partnerships	<ul style="list-style-type: none"> Explore opportunities to expand engagement with the local business communities and enhance relationships with the London Economic Development Commission (LEDC) and the London Chamber of Commerce. Grow and strengthen relationships with members of the community through professional attendance at events (professional conferences, differences etc.). In some cases these connections could be made through non-traditional accounting forums. 	<ul style="list-style-type: none"> Solicit feedback from all member firms to better position our graduates for success 	<ul style="list-style-type: none"> Expose students to the HRP in their first or second year in the HR program. This will allow the students to begin networking with HR professionals early in their academic careers. The HRP can attend an information session. Inform students should be aware of the parameters of acceptance into the CHPR and CHRL designation. Grades on the nine required courses must meet a 65 minimum and 70 average. 	•	•
7. Enrollment	<ul style="list-style-type: none"> Continue to market the degree to high school 		•	•	

IAR Section	Common Recommendations Provided	BCA – Accounting	BHM – Human Resources Management	BCM – Management	BDM – Digital Marketing
	<p>students and counsellors and explore opportunities to showcase the <Program> BCOMM degree in particular; showcase graduate achievements.</p> <ul style="list-style-type: none"> • Work with Reputation and Brand Management to increase recognition and awareness of the program. • Consider developing further connections to recruit international students. • Promote our innovative programing, focusing on experiential learning that differentiates the learning opportunities offered by Fanshawe from other institutions. 				
8. Student Learning Experience and Career Preparation	<ul style="list-style-type: none"> • Continue to collect data on programs and consider additional focus groups from graduating students and students who have graduated from the program (1-2 years post-graduation) • Continue to support faculty in their development (see Professional Development section) • Formalize a process to share employer expectations with students (e.g., PAC, EFG) 		•	•	•

IAR Section	Common Recommendations Provided	BCA – Accounting	BHM – Human Resources Management	BCM – Management	BDM – Digital Marketing
	<ul style="list-style-type: none"> Review program data on an annual basis. Ensure program is aligned with labor market requirements 				
9. Student Profile	<ul style="list-style-type: none"> Continue to collect student profile data on an annual basis Explore opportunities to increase diversity (e.g., domestic/international, direct-entry, bridging) 	•	•	•	•
10. Services and Facilities	<ul style="list-style-type: none"> Consult with Student Services and the Learning Centre to request that support services are available to students in specialized degree-level courses (e.g., management accounting, financial accounting, tax). If the international student population increases, request additional supports for student success. Solicit student feedback on required services and facilities external to the Kinlin School. 	•	•	<ul style="list-style-type: none"> Further embed college resources (e.g., library, research help desk) in course content. 	<ul style="list-style-type: none"> Further embed college resources (e.g., library, research help desk) in course content.
11. Recruitment and Admissions	<ul style="list-style-type: none"> Update the public program website to clarify information for prospective and current students (e.g., admission requirements, program sequencing, degree-completion process) 		•	•	•

IAR Section	Common Recommendations Provided	BCA – Accounting	BHM – Human Resources Management	BCM – Management	BDM – Digital Marketing
12. Program Curriculum	<ul style="list-style-type: none"> • Submit a curriculum modification request in Fall 2019 to implement the curriculum changes identified for Fall 2020 in Appendix A. • Request course development/re-development time and support for faculty in the spring/summer semesters. 	•	•	•	•
13. Program Delivery	<ul style="list-style-type: none"> • Develop Level 8 of each program for an online delivery option to accommodate students' success in landing full-time positions post-co-op. (Fall 2020/2021) • Consult with the Centre for Academic Excellence and Organizational Development and Learning to provide any necessary training/support for faculty re-developing their courses for online delivery. • Investigate technical requirements and costs associated with video equipment/technology/software to support faculty in recording. • Increase authentic assessment where appropriate 	•	•	•	•
14. Program Structure	<ul style="list-style-type: none"> • Explore opportunities for developing a formal part-time 	<ul style="list-style-type: none"> • Look into the feasibility of offering levels 6-8 on a part-time basis 	<ul style="list-style-type: none"> • Explore opportunities for developing a formal part-time 	<ul style="list-style-type: none"> • Explore opportunities for developing a formal part-time 	•

IAR Section	Common Recommendations Provided	BCA – Accounting	BHM – Human Resources Management	BCM – Management	BDM – Digital Marketing
	pathway for degree completion.	<ul style="list-style-type: none"> Consider multiple section offerings, one section runs during the day, and one in the evening to accommodate students extra-curriculars, work commitments etc. 	pathway for degree completion.	pathway for degree completion.	
15. Teaching and Learning	<ul style="list-style-type: none"> Submit a curriculum modification request in Fall 2019 for implementation beginning Fall 2020. <i>Review evaluation categories in COMM and identify the main categories all BCOMM degree faculty should use in their degree courses.</i> <i>Discuss options for tracking evaluations/student workload each semester.</i> <i>Explore opportunities for developing common grading schemes (e.g., rubrics) for similar evaluations or for the program as a whole.</i> <i>Review COMMS mapping (i.e. PVLOs, DLS, evaluations) to ensure consistency across the programs.</i> 	<ul style="list-style-type: none"> Curriculum modifications and course combinations have been outlined in Appendix A Offer more training on Respondus in order to promote a more secure testing Provide additional funding for Degree team members to create external projects and/or projects that run across multiple courses to enhance experiential learning Create and Academic Policy, Academic Integrity Quiz that students must complete at onset of the course 	<ul style="list-style-type: none"> Submit a curriculum modification request in Fall 2019 for implementation beginning Fall 2020. Review course assessments across courses in each level to determine if student workload is appropriate. Ensure students review COMMS and Course Plans to ensure students are aware of learning outcomes and the links to course material(s). Faculty will explore opportunities to engage in experiential learning (particularly with live clients) 	<ul style="list-style-type: none"> Submit a curriculum modification request in Fall 2019 for implementation beginning Fall 2020. 	<ul style="list-style-type: none"> Faculty will collaborate on assessment methodologies. Faculty will explore opportunities to further integrate client-based projects across multiple courses. Faculty will explore opportunities to enhance co-curricular learning opportunities.
16. Recognition of Prior Learning	<ul style="list-style-type: none"> Consult with the Pathways Coordinator to explore opportunities for expanding pathways options for graduates of the BCOMM degrees (e.g., Bachelor of Education programs). 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Consult with the Pathways Coordinator to explore opportunities for expanding pathways options for graduates of the BCOMM degrees (e.g., Bachelor of Education programs). 	<ul style="list-style-type: none"> Consult with the Pathways Coordinator to explore opportunities for expanding pathways options for graduates of the BCOMM degrees (e.g., Bachelor of Education programs). 	<ul style="list-style-type: none"> Consult with the Pathways Coordinator to explore opportunities for expanding pathways options for graduates of the BCOMM degrees (e.g., Bachelor of Education programs).

IAR Section	Common Recommendations Provided	BCA – Accounting	BHM – Human Resources Management	BCM – Management	BDM – Digital Marketing
	<ul style="list-style-type: none"> Consult with Language and Liberal Studies regarding breadth elective options for students interested in applying to Bachelor of Education programs following graduation. 		<ul style="list-style-type: none"> Consult with Language and Liberal Studies regarding breadth elective options for students interested in applying to Bachelor of Education programs following graduation. 	<ul style="list-style-type: none"> Consult with Language and Liberal Studies regarding breadth elective options for students interested in applying to Bachelor of Education programs following graduation. 	<ul style="list-style-type: none"> Consult with Language and Liberal Studies regarding breadth elective options for students interested in applying to Bachelor of Education programs following graduation.
17. iMAPP Priorities	•	•	•	•	•
18. Professional Development	•	<ul style="list-style-type: none"> Offer facilities to conduct research (Database, IQ, WRDS) Provide funding so that faculty can be more involved and increase our speaker presence at conferences, potential employer workshops etc. More emphasis should be put on international faculty exchange as this is critical for continued relevance given the pace of change globally. This will enhance faculty ability to present concepts with an international view, as well as other techniques that would be helpful to bring back to Fanshawe 	<ul style="list-style-type: none"> Faculty should continue to attend external and internal training to improve teaching skills and abilities. 	•	<ul style="list-style-type: none"> Explore ways to further encourage and support faculty professional engagement.
19. Student Focus Group	•	<ul style="list-style-type: none"> See Appendix B – BCA1 Student Focus Group Minutes – Jan 22 2019 	<ul style="list-style-type: none"> Place at least one HR course in the initial year of study to provide some context for students in their initial year of study. 	<ul style="list-style-type: none"> Coordinate with the BAL program team in order to gear the advanced diploma program more towards the BCM program 	<ul style="list-style-type: none"> Enhance opportunities for faculty professional development. Include regular program specific degree faculty

IAR Section	Common Recommendations Provided	BCA – Accounting	BHM – Human Resources Management	BCM – Management	BDM – Digital Marketing
			<ul style="list-style-type: none">• Adjust Management Fundamentals to the level of the students. Students should gain entry-level information about case studies.• Ensure laptop requirements are shared with students early, potentially in their acceptance packages• Consider adding a recommended admission requirement of high school accounting• Consider reworking HRIS-related courses (new hire currently undertaking)	<ul style="list-style-type: none">• Work with co-op and career services to see how students can be better supported and prepared for the co-op work term.	<p>meetings for ongoing program optimization.</p> <ul style="list-style-type: none">• Explore alternatives for level 8 delivery to address co-op timing.

BCOMM Program Review Recommendations – External

Discussion Question	BCA – Accounting	BHM – Human Resources Management	BCM – Management	BDM – Digital Marketing
<i>How would you describe the ideal graduate of this program? (skills, knowledge, attitudes for entry into the workplace)</i>	<p>Recommendation #1: Investigate opportunities for reinforcing essential/transferrable skills throughout the program, including the co-op work term:</p> <ul style="list-style-type: none"> • Personal management skills (e.g., motivation, time management, organizational skills, life-long learning) • Problem solving skills (e.g., identify a problem/error, analyze a problem, think critically) • Interpersonal skills (e.g., communication skills, networking, teamwork). • Professionalism <p>Recommendation #2: Continue to integrate data analytics/management techniques, tools, and skills across the BCOMM degrees (e.g., Power BI, Excel).</p> <p>Recommendation #3: Offer opportunities for students to integrate/apply their knowledge and skills through experiential learning prior to the co-op work placement (e.g., simulation, integrated project).</p> <p>Recommendation #4: Emphasize the fundamental accounting skills and prepare students to adapt to a range of ever-evolving software tools and technologies.</p>	<p>Recommendation #1: Explore opportunities to support the development of students’ critical thinking and strategic thinking skills with an emphasis on evidence-based management practices.</p> <p>Recommendation #2: Continue to provide students with experiential learning opportunities that prepare students to be flexible and comfortable with a range of workplace environments (e.g., politics) and situations (e.g., ambiguity, no “one right answer”).</p> <p>Recommendation #3: Investigate methods for strengthening students’ written communication skills (e.g., reinforcing fundamental skills, evaluating written assignments across curriculum/program, using software applications).</p> <p>Recommendation #4: Further support students in their exploration of career opportunities and pathways, including managing students’ expectations for employment and the workplace. (e.g., expand Co-op Preparation course, integrate earlier in the program)</p>	<p>Recommendation #1: Investigate opportunities to reinforce essential/transferrable skills across the program:</p> <ul style="list-style-type: none"> • Personal management (e.g., punctuality, professionalism, growth mindset, awareness of limits of knowledge) • Communication skills (e.g., oral communication, written communication, e-mail communication; for various audiences) • Interpersonal skills (e.g., interactions with clients, customers, suppliers, politicians; communication across generations; emotional intelligence; lead/follow) • Critical/creative thinking (e.g., curiosity, financial analysis, problem-solving) <p>Recommendation #2: Support students in their exploration of career opportunities and pathways, including managing students’ expectations for employment and the workplace (e.g., workplace culture, limitations of knowledge, need for practice/continuous growth and development).</p> <p>Recommendation #3: Explore options for preparing graduates to recognize their role</p>	<p>Recommendation #1: Provide students with exposure to a wide range of current tools they can use to implement a strategy, and ensure that they know how/when/why to use a particular tool for a particular strategy</p> <p>Recommendation #2: Emphasize both the technical skills (e.g., IT, logic, data analytics/interpretation) and the personal management skills (e.g., resiliency, focus, implementation) necessary in the marketing industry</p> <p>Recommendation #3: Ensure that students are aware of how marketing fits in with the larger business/project (“the big picture”) (e.g., developing a business plan)</p> <p>Recommendation #4: Investigate methods for strengthening students’ written and oral communication skills (e.g., spelling and grammar; communicating with clients; communicating virtually)</p> <p>Recommendation #5: Explore opportunities to familiarize students with different types of marketing workplace environments (e.g., corporate vs. agency; large vs. small) and encourage students to reflect on how their preferences, personalities, and skill sets align with those environments (e.g., via co-op, guest speakers, industry tours)</p>

Discussion Question	BCA – Accounting	BHM – Human Resources Management	BCM – Management	BDM – Digital Marketing
	Recommendation #5: Consider integrating CPA enabling competencies (“soft skills”) into the goal setting and reflective practice activities associated with the co-operative education work term (e.g., Co-op Prep. Course, co-op work term report, Co-op Integration course).		and responsibilities within and for the success of a larger business (e.g., cash flow, governance structures) Recommendation #4: Emphasize the importance of having the ability to analyze and synthesize data, including financial information, to make data-driven decisions and recommendations on how to proceed with a task or problem	
<i>How can the program increase community engagement to enhance experiential learning in the program?</i>	<p>Recommendation #6: Continue to support students with career planning/exploration activities (e.g., FAA events, guest speakers/panels, values exercises) and identify ways to further integrate those activities across the curriculum and in extra curricular activities (e.g., mandatory course assignments, mentorship program, FAA in the community)</p> <p>Recommendation #7: Explore opportunities to engage with co-op employers in new ways (e.g., view students’ presentations after co-op, flexible co-op work term lengths)</p> <p>Recommendation #8: Consider including an integrated and interdisciplinary community-based/service-learning project as a culminating activity in the program to provide students with exposure to other disciplines and an opportunity to address real-world problems</p> <p>Recommendation #9: Investigate opportunities to collaborate with</p>	<p>Recommendation #5: Ensure support services, processes, and communication opportunities are in place for employers and students throughout the co-operative education experience.</p> <p>Recommendation #6: Incorporate community service learning or live client projects into the degree programs while acknowledging resource requirements/constraints.</p>	<p>Recommendation #5: Continue to incorporate community-based projects and guest speakers in the program; consider including more guest speakers and smaller-scale projects that reflect day-to-day activities in a business and address social issues (e.g., homelessness) from a business perspective to improve students’ problem-solving skills</p> <p>Recommendation #6: Investigate opportunities for students to engage in experiential learning within entrepreneurial spaces (e.g., accelerators, start-up ecosystems) and with non-profit organizations (e.g., boards, committees)</p>	<p>Recommendation #6: Explore opportunities to strengthen or expand existing pathways for engaging with community partners for live client projects (e.g., non-profit organizations).</p> <p>Recommendation #7: Investigate opportunities to further engage with community/industry partners to offer a mentorship program and other networking activities (e.g., “speed dating” between industry members and students).</p>

Discussion Question	BCA – Accounting	BHM – Human Resources Management	BCM – Management	BDM – Digital Marketing
	<p>community organizations to allow students to offer financial planning and literacy support/services within the community.</p> <p>Recommendation #10: Investigate flexible delivery options for the final semester of the program (e.g., part-time, evening classes, online) and co-op work term (e.g., multiple work terms, longer work terms) to address student and employer needs (e.g., degree completion, further education for employees)</p>			
What industry trends will impact accounting in the next five years?	<p>Recommendation #11: Continue to monitor the following industry trends and adapt the program curriculum as necessary:</p> <ul style="list-style-type: none"> Outsourcing and evolution of jobs/roles <ul style="list-style-type: none"> Emphasis on consulting roles (vs. preparation/transaction roles) Emphasis on cross-functional roles (vs. specialization) Automation <ul style="list-style-type: none"> Vendor management skills Greater opportunities for fraud, more vulnerabilities, Errors can go unnoticed <p>Recommendation #12: Continue to emphasize the fundamental accounting processes/skills and curiosity and creative thinking to prepare students for an ever-changing workplace (i.e. to understand and</p>	<p>Recommendation #7: Continue to monitor the following industry trends and adapt the program curriculum as necessary:</p> <ul style="list-style-type: none"> Employer branding and employee recruitment Evolving role of HR in a digital world Equality and ethics of big data and artificial intelligence 	<p>Recommendation #7: Continue to monitor the following industry trends and adapt the program curriculum as necessary:</p> <ul style="list-style-type: none"> Automation/AI – changing workplace and roles Social media – pervasiveness Community impact – corporate values and impact Entrepreneurial models – new business structures Communication – Storytelling, Indigenous wisdom, crucial conversations <p>Recommendation #8: Prepare students to recognize the disruptive factors in the industry and support them in developing the skills necessary to be change managers in the workplace</p> <p>Recommendation #9: Identify opportunities to align the curriculum with the United Nations Sustainable Development Goals</p>	<p>Recommendation #8: Continue to monitor the following industry trends and adapt the program curriculum as necessary:</p> <ul style="list-style-type: none"> e-Commerce Value of public relations – reviews, social media, community/relationship management Evolving media relations and business models for publishers Privacy of customer data <p>Recommendation #9: Ensure students are aware of how to manage customer data (e.g., privacy concerns, anti-spam, legislation compliance requirements)</p>

Discussion Question	BCA – Accounting	BHM – Human Resources Management	BCM – Management	BDM – Digital Marketing
	<p>be able to explain how technology/software works or doesn't work)</p> <p>Recommendation #13: Ensure students are familiar with the fundamental and advanced functions of Excel for data management, presentation, and analysis, and are able to use Excel to tell the financial story</p>		<p>(SDGs) to prepare students to recognize the local and global impact of a business and of management decisions.</p>	
<p><i>How can our program be bold, innovative, and relevant?</i></p>	<p>Recommendation #14: Expand and promote the program's community outreach activities (e.g., volunteering, non-profit organizations, committees).</p> <p>Recommendation #15: Explore options for including the topic of fraud into the program (e.g., course, case study, project)</p>	<p>Recommendation #8: Investigate flexible delivery options (e.g., part-time, evening classes, online) to address student and employer needs (e.g., degree completion, further education for employees).</p> <p>Recommendation #9: Explore options for obtaining external accreditation or establishing best practices from an accrediting body.</p> <p>Recommendation #10: Continue to emphasize the foundational principles of HRIS rather than teaching a particular system.</p>	<p>Recommendation #10: Introduce students to wide range of current social issues throughout the program (e.g., Indigenous issues, sustainability, climate emergency).</p> <p>Recommendation #11: Prepare students to recognize the difference between accountability, responsibility, and authority within a business/organization.</p> <p>Recommendation #12: Continue to reinforce the fundamental interpersonal skills for managing people (e.g., emotional intelligence, ability to build trust).</p> <p>Recommendation #13: Continue to build partnerships with the local community to address issues on a global scale.</p>	<p>Recommendation #10: Investigate opportunities to emphasize the applied experiential learning opportunities in the program and to provide greater integration of theory and application within projects and across the program.</p> <p>Recommendation #11: Identify the target audience for the program – the students and their influencers (e.g., parents, guidance counsellors); adapt the program marketing strategy to address the demographics/needs/motivations of the students and influencers and to differentiate the program from other programs (e.g., showcase the job market; profiles of/testimonials from coaches, graduates, and employers)</p> <p>Recommendation #12: Explore methods for strengthening the College's relationship with community industry partners (e.g., London Chamber of Commerce, TechAlliance)</p>

Malott, Kara

From: Miles, Jeff
Sent: December 20, 2019 11:22 AM
To: Malott, Kara; Gremaud, Tony
Cc: Schwerzmann, Lisa; Tunstill, Holly
Subject: RE: Computational thinking

Hi Kara:

I have spoken with Darren Johnson about this course, and we agree that it would be a great fit for the business degree programs. I support the DA change.

We will work together to ensure the course meets Gen Ed requirements.

Best wishes,

Jeff Miles, PhD

Professor, English/Communications
General Education Coordinator

School of Language and Liberal Studies
1001 Fanshawe College Blvd. London, ON N5Y 5R6
T: 519-452-4442 |
jmiles@fanshawec.ca
www.fanshawec.ca



From: Malott, Kara
Sent: Thursday, December 19, 2019 8:34 PM
To: Gremaud, Tony
Cc: Schwerzmann, Lisa; Miles, Jeff; Tunstill, Holly
Subject: RE: Computational thinking

Hi Tony,

Thank you for the timely and thoughtful reply.

Jeff, if you are still in support of the idea, we welcome confirmation of that and will proceed with the DA request. If you would like to discuss further, please let me know and we can connect you with Darren and Valerie.

Best,

Kara Malott, BBA
Program Manager, Lawrence Kinlin School of Business

B2015 - 1001 Fanshawe College Blvd. London, ON N5Y 5R6
T: 519.452.4430 x4007 | F: 519.659.9522
kmalott@fanshawec.ca
www.fanshawec.ca



From: Gremaud, Tony <TGremaud@fanshawec.ca>
Sent: December 19, 2019 1:45 PM
To: Malott, Kara <kmalott@FanshaweC.ca>
Cc: Schwerzmann, Lisa <lschwerzmann@fanshawec.ca>; Miles, Jeff <JMiles@fanshawec.ca>; Tunstill, Holly <HTunstill@fanshawec.ca>
Subject: RE: Computational thinking

Kara,

In theory, a course on computational thinking could meet the definitions for Gen Ed, but I will leave that determination to our Gen Ed Coordinator, Jeff Miles, whom I have copied on this email.

Speaking very broadly, and admitting that things have likely changed since I was a Gen Ed Coordinator 10 years ago, I would point out that GE courses are supposed to be general, broad and theoretical in nature. Most importantly, they are supposed to stand in oppositional balance to a vocationally focused course: the bulk of courses in the college.

Having said that, it is important to acknowledge that application courses are rarely devoid of theory, and theory courses are rarely devoid of application. Thus, it is a question of focus. A GE course should be focused on the general, the broad and the theoretical. This question of primary focus is why a more complete picture of this course might be required before Jeff could make an accurate determination about its Gen Ed status.

Sincerely,

TG

Tony Gremaud, BA, BEd, MA, MA
Acting Associate Dean, School of Language & Liberal Studies

School of Language & Liberal Studies (A2003)
1001 Fanshawe College Blvd. London, ON N5Y 5R6
T: 519-452-4430 x4704
tgremaud@fanshawec.ca

www.fanshawec.ca



From: Malott, Kara <kmalott@FanshaweC.ca>
Sent: December 19, 2019 10:48 AM
To: Gremaud, Tony <TGremaud@fanshawec.ca>
Cc: Schwerzmann, Lisa <lschwerzmann@fanshawec.ca>
Subject: FW: Computational thinking

Hi Tony,

In Lisa's absence, I'm reaching out to seek your consideration and support for a new mandatory breadth course development. This relates to a DA change we are submitting for the four Honours Bachelor of Commerce degrees.

Jeff Miles and Darren Johnson, Kinlin Degree Coordinator, have been in ongoing discussions around creating a Computational Thinking course (see below). Valerie Watts, Kinlin professor, would develop the course. The proposed description is: The objective of this course is to introduce students to computational thinking, its systematic, effective, and efficient approach to problem solving, and its ability to produce a solution that can be executed by a computer. An understanding of computational thinking provides students with a foundation for solving real-world, quantitative, and data-centric problems. Topics include: algorithms and procedures; data collection, representation, and analysis; problem decomposition; abstraction; automation; simulation; and parallelization.

We will be submitting the curriculum modification form to Susan Cluett for signature, but wanted to ensure this request has your support.

Best,

Kara Malott, BBA
Program Manager, Lawrence Kinlin School of Business

B2015 - 1001 Fanshawe College Blvd. London, ON N5Y 5R6
T: 519.452.4430 x4007 | F: 519.659.9522
kmalott@fanshawec.ca
www.fanshawec.ca



From: Johnson, Darren <DAJohnson@fanshawec.ca>
Sent: December 18, 2019 12:40 PM
To: Malott, Kara <kmalott@FanshaweC.ca>
Subject: FW: Computational thinking

Darren Johnson, MSc, MBA
Coordinator, Bachelor of Commerce Degrees

Lawrence Kinlin School of Business
1001 Fanshawe College Blvd. London, ON N5Y 5R6
T: 519-452-4430 x2898 | F: 519-659-9522
dajohnson@fanshawec.ca
www.fanshawec.ca



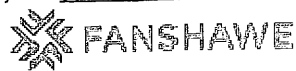
From: Miles, Jeff <JMiles@fanshawec.ca>
Sent: October 25, 2019 3:04 PM
To: Johnson, Darren <DAJohnson@fanshawec.ca>
Subject: RE: Computational thinking

Sounds good – just drop me a line once you're ready to discuss the changes and we will get the ball rolling!

Cheers
Jeff

Jeff Miles, PhD
Professor and General Education Coordinator

School of Language and Liberal Studies
1001 Fanshawe College Blvd. London, ON N5Y 5R6
T: 519-452-4442
jmiles@fanshawec.ca



From: Johnson, Darren <DAJohnson@fanshawec.ca>
Sent: October 24, 2019 11:39 AM
To: Miles, Jeff <JMiles@fanshawec.ca>
Subject: RE: Computational thinking

Hi Jeff:

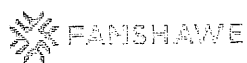
Thanks for the update. I will touch base with Val to talk about next steps. If this is a course you want to call up for next fall or winter what is the process?

Yes I'd love to talk more about updates to COMM 7021. We could probably connect later this semester to discuss as we are developing recommendations at this time as we are moving through our program review and will be in a better position to talk about specific changes.

Thanks again for your help!

Darren Johnson, MSc, MBA
Coordinator, Bachelor of Commerce Degrees

Lawrence Kinlin School of Business
1001 Fanshawe College Blvd. London, ON N5Y 5R6
T: 519-452-4430 x2898 | F: 519-659-9522
dajohnson@fanshawec.ca
www.fanshawec.ca



From: Miles, Jeff <JMiles@fanshawec.ca>
Sent: October 23, 2019 1:24 PM
To: Johnson, Darren <DAJohnson@fanshawec.ca>
Subject: RE: Computational thinking

Hi Darren:

Thanks for reminding me. I'd been meaning to connect with you about the Computational Thinking and the COMM courses we discussed back in April.

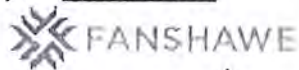
As for the Computational Thinking course, we are happy to leave it up to Val to create and deliver. We really don't have the expertise in our school to design that course, so we will support whatever you come up with.

Another thing we talked about earlier in the year was making some changes to the COMM course (I think it was COMM-7021). Are you still interested in pursuing that? If so, we could arrange a meeting sometime this semester or early next to address some of the concerns you had with that course. Let me know.

Thanks,

Jeff Miles, PhD
Professor and General Education Coordinator

School of Language and Liberal Studies
1001 Fanshawe College Blvd. London, ON N5Y 5R6
T: 519-452-4442
jmiles@fanshawec.ca



From: Johnson, Darren <DAJohnson@fanshawec.ca>
Sent: October 23, 2019 12:47 PM
To: Miles, Jeff <JMiles@fanshawec.ca>
Subject: RE: Computational thinking

Hi Jeff:

Just thought I would loop back with you on the computational thinking course we had discussed before the summer break. Is there an opportunity to connect with Kathleen, Val and the 2 of us to discuss? I'm not sure if this has moved forward on your end at all but I just realized this had fallen off my radar screen.

Thanks,

Darren Johnson, MSc, MBA
Coordinator, Bachelor of Commerce Degrees

Lawrence Kinlin School of Business
1001 Fanshawe College Blvd. London, ON N5Y 5R6
T: 519-452-4430 x2898 | F: 519-659-9522
dajohnson@fanshawec.ca
www.fanshawec.ca



From: Miles, Jeff <JMiles@fanshawec.ca>
Sent: June 25, 2019 9:36 AM
To: Johnson, Darren <DAJohnson@fanshawec.ca>
Subject: RE: Computational thinking

Hi Darren:

Sounds good -- I have now heard back from our faculty member, Kathleen Dindoff, who would be very interested in helping to develop the course. I can give her Valerie Watts' contact info and perhaps they can get the ball rolling. I'll be back from vacation later in August so perhaps we could arrange a more formal meeting sometime in late August or in September. Does that sound okay?

Jeff Miles, PhD
Professor, English/Communications

School of Language and Liberal Studies
1001 Fanshawe College Blvd. London, ON N5Y 5R6
T: 519-452-4442 |
jmiles@fanshawec.ca
www.fanshawec.ca



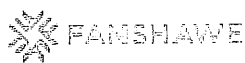
From: Johnson, Darren
Sent: Monday, June 24, 2019 10:16 AM
To: Miles, Jeff
Subject: RE: Computational thinking

Ok sounds great Jeff. Just as an FYI Valerie Watts our faculty member that would lead the development does have a PhD. Just thought I'd throw that out there in case that was your main concern in recruiting a faculty member.

Let me know and we can build that in to our planning.

Darren Johnson, MSc, MBA
Coordinator, Bachelor of Commerce Degrees

Lawrence Kinlin School of Business
1001 Fanshawe College Blvd. London, ON N5Y 5R6
T: 519-452-4430 x2898 | F: 519-659-9522
dajohnson@fanshawec.ca
www.fanshawec.ca



From: Miles, Jeff <JMiles@fanshawec.ca>
Sent: June 24, 2019 9:05 AM
To: Johnson, Darren <DAJohnson@fanshawec.ca>
Subject: Re: Computational thinking

Hi Darren:

Yes we think the computational thinking course is a great idea and we would support adding it to the DA.

We would like to assign a faculty member from our school to collaborate on the development. We have reached out to her to see if she's interested, but she has been on vacation until S2 starts. We'd like to ensure that a faculty member with a terminal degree is involved in development in case PEQAB pokes around.

At any rate, that's where things are at right now. I can let you know once I hear back from our faculty member and we can get the ball rolling!

Cheers
Jeff

Sent from my iPhone

On Jun 21, 2019, at 11:25 AM, Johnson, Darren <DAJohnson@fanshawec.ca> wrote:

Hey Jeff:

I just met with Dee and Melissa from CAE the other day and we were discussing the computational thinking course again as a mandatory breadth course. Just following up to see if you were able to have any discussions with your team on this.

Thanks,

Darren Johnson, MSc, MBA
Coordinator, Bachelor of Commerce Degrees

Lawrence Kinlin School of Business
1001 Fanshawe College Blvd. London, ON N5Y 5R6
T: 519-452-4430 x2898 | F: 519-659-9522
dajohnson@fanshawec.ca
www.fanshawec.ca

<image002.png>

From: Johnson, Darren
Sent: May 23, 2019 1:19 PM
To: Miles, Jeff <JMiles@fanshawec.ca>
Subject: FW: Computational thinking

Hi Jeff:

Just a little background on the computational thinking course. I've attached a few brief articles and a presentation Val had created to our degree team for us to review the concept. It is again a course that is supported by the leads for all 4 degrees as a mandatory breadth course if possible. Val Watts would be interested in taking on the lead for developing the course next summer. Learning outcomes have not yet been developed but would be as a next step if approved.

Let me know your thoughts and next steps if this is possible.

Thanks for your help Jeff!

Darren Johnson, MSc, MBA
Coordinator, Bachelor of Commerce Degrees

Lawrence Kinlin School of Business
1001 Fanshawe College Blvd. London, ON N5Y 5R6
T: 519-452-4430 x2898 | F: 519-659-9522
dajohnson@fanshawec.ca
www.fanshawec.ca

<image004.png>